

Compliance Standards & Indicators

Document G-1

ELIGIBILITY CRITERIA: Autism

Legal Requirement	Indicators	Documentation
NOTE: Basis for legal requirements found in the <i>Missouri State Plan for Special Education</i> , Section III.		
100000 (100010 – 100030) Evaluation procedures include:	<p>The evaluation report documents the use of all of the following procedures to address the areas of concern:</p> <ul style="list-style-type: none"> • Review of medical records, • Observation of the child’s behavior across multiple environments • An in-depth social history <p>NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians and teachers.</p>	Evaluation report
100100 (100110 – 100140) Disturbance of the communication process:	<p>The evaluation report documents disturbances of speech, language-cognitive development, and nonverbal communication in one (1) or more of the following:</p> <ul style="list-style-type: none"> • Abnormalities that extend beyond speech to many aspects of the communication process • Absence of Communicative language or, if present, language lacks communicative intent • Characteristics involve both deviance and delay. • Deficits in the capacity to use language for social communication, both receptive and expressive 	Evaluation report
AND		
100200 (100210 – 100240) Disturbance in the capacity to relate appropriately:	<p>The evaluation report documents a deficit in the child’s capacity to relate appropriately to people, events or objects through one (1) or more of the following ways:</p> <ul style="list-style-type: none"> • Evidence of abnormalities in relating to people, events, or objects • Deficits in capacity to form relationships with people • Use of objects in an age-appropriate or functional manner are absent, arrested, or delayed. • Seeks consistency in environmental events to the point of exhibiting rigidity in routines. 	Evaluation report

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100300 (100310-100320) Adverse affect on educational performance:	<ul style="list-style-type: none"> The evaluation report documents all areas in which the child's autism adversely affects her/his educational performance. The documentation includes a description of the educational concerns. 	Evaluation report
100400 Autism is not a result of other factors:	<ul style="list-style-type: none"> The evaluation report documents the results of the evaluation and the team's conclusion that the child's autism is not the result of an emotional disability. 	Evaluation report
AND, IF APPROPRIATE		
100500 (100510-100530) Disturbance of developmental rates and sequences:	The evaluation report documents deficits in the child's developmental rates and sequences through one (1) or more of the following: <ul style="list-style-type: none"> Delays, arrests or regressions in physical, social or learning skills Areas of precocious development with other skill areas at normal or extremely depressed rates Skill acquisition does not follow normal developmental patterns 	Evaluation report
AND/OR, IF APPROPRIATE		
100600 (100610-100630) Disturbance of responses to sensory stimuli:	The evaluation report documents deficits in the child's responses to sensory stimuli through one (1) or more of the following: <ul style="list-style-type: none"> Behavior ranges from hyperactive to unresponsive to people and objects and can alternate between these states over periods ranging from hours to months Disturbances in auditory, visual, olfactory, gustatory, tactile and kinesthetic responses Responds to stimulation inappropriately and in repetitive or nonmeaningful ways 	Evaluation report